



Act 1 Point of Contact Checklist

As a Point of Contact for Act 1, your role is to support students who have experienced “educational instability” by ensuring full participation in school, school-sponsored activities and extracurriculars, and ensuring that students can graduate on time with their peers. If you are supporting high school students, an important part of your job includes determining what full and partial credits the student has already earned and working with the student to make up or waive courses which they have not yet been able to take. Eligible students can graduate from their current school, a prior school, or – as a last resort – receive a state-issued Keystone diploma if they meet statewide graduation requirements.

Main Point of Contact Duties	
<p>All Act 1 Eligible Students:</p> <ul style="list-style-type: none"> ○ Ensure students don’t face barriers to full participation at school including school-sponsored and extracurricular activities, and waiving fees the student may otherwise be assessed. ○ Obtain and review all student records from all prior schools attended by the student within 10 days of the student’s placement at your school entity to ensure appropriate class placement. ○ Facilitate a student’s expedited consultation with the school counselor or mental health professional, as appropriate. 	<p>High School Act 1 Eligible Students:</p> <ul style="list-style-type: none"> ○ Create a “student-specific” individualized graduation plan for all eligible students in the 9-12 grad. If applicable, support the student in obtaining a diploma from a prior school entity or the state of Pennsylvania. ○ Determine appropriate classes and what courses a student needs to be on track for promotion and on-time graduation. ○ Assess all full and partial credits for the student and connect the student to credit recovery and waiver opportunities.

STEPS TO SUPPORT ALL ACT 1 ELIGIBLE STUDENTS

1. Identify Students Who Are Eligible

- a. **Proactively Identify Students:** Be flexible in determining eligibility. You may rely on sources including verbal confirmation, other school records, letters, emails, or redacted court orders. [Pennsylvania Department of Education’s \(PDE\) guidance](#) is clear that school entities bear the burden of identifying students and must construe eligibility broadly¹. The purpose of Act One is to break down barriers to school participation and success by creating an infrastructure for schools to provide resources automatically to these vulnerable student populations without requiring additional work on the part of the student or caregivers.

¹ See Pennsylvania Department of Education Act 1 guidance here at <https://www.education.pa.gov/K-12/Pages/Act1of2022.aspx>.

- b. **Ensure Language Access:** Determine whether the student, caregivers, or educational decision makers are Limited English Proficient (LEP), and, if so, communicate in their preferred language and ensure all documents are translated.

2. Gather And Review All Student Education Records

- a. **Immediately Request the Student's Complete Education Records from All Prior School Entities, Including Residential Placements:**
 - i. Work with the student, their caregiver, or Educational Decision Maker (EDM), and the student's caseworker if in foster care to ensure you have records from all prior schools the student has attended.
 - ii. A student's prior schools must provide you with the student records within 10 days under the law, so follow up with them if records are missing. Continue to request records until every prior school entity has provided complete records.
- b. **Provide Your Contact Information** to the student and the caregiver or EDM and a child's caseworker if applicable. **This information must also be noted in the student's education record.**
- c. **Give the Caregiver or EDM and Student a Copy of the Student's Complete Education Record:** Whenever possible, share records electronically and in hard copy.

3. Ensure Access to School Programs and Supports

- a. **Remove Barriers to Student's Full Participation:** Check in with the student about their interests and needs, including in which activities and programming the student participated in a previous year. Then, resolve any barriers that prevent a student from fully participating in school including in extracurriculars and school-sponsored events, even if they enter mid-year.
- b. **Waive All Fees and Fines:** School entities must waive all of the student's fees and fines.
- c. **Make Referrals to Educational and Mental Health Services as needed:** Referrals should only be made after discussing with the student what support services they want or need.

[See flow chart and additional steps if you are a Point of Contact for High School Students](#)

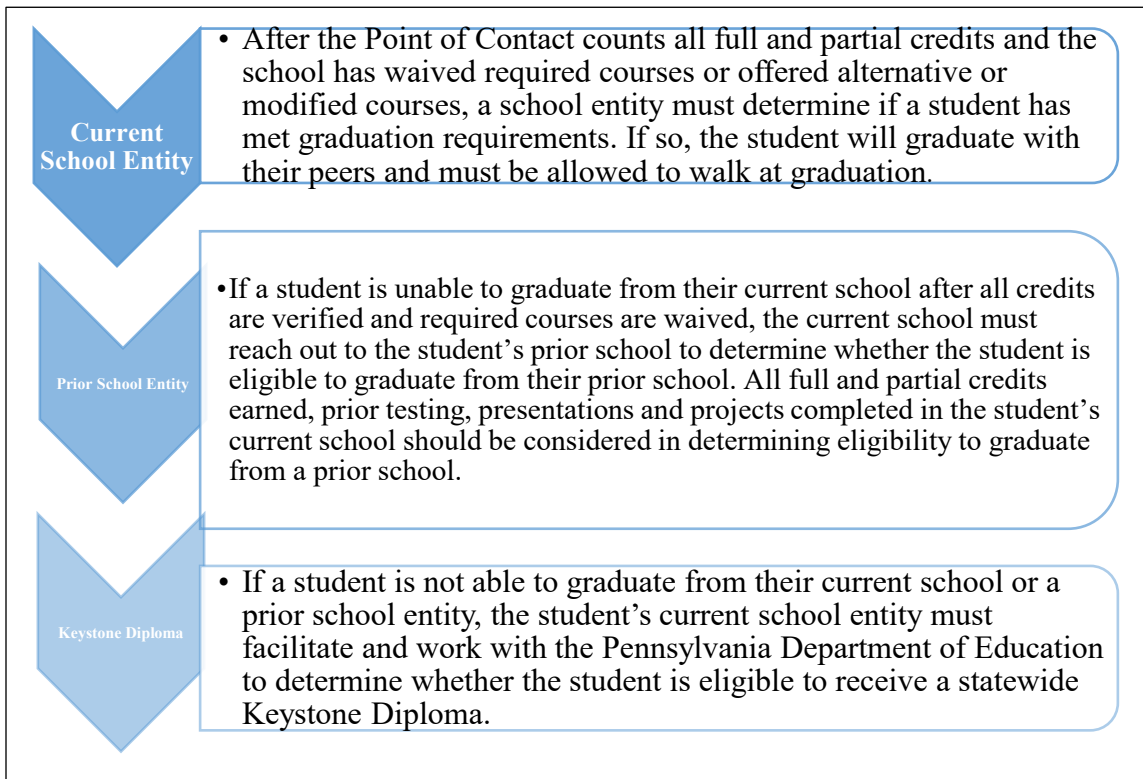
ADDITIONAL STEPS FOR POCs FOR HIGH SCHOOL STUDENTS

1. Calculate Full and Partial Credits and Waive Courses

- a. **Award Full and Partial Credits After Reviewing a Student's Complete Educational Record:** Students must receive full or partial credit for all credits earned at prior schools or placements. See the decision tree below for how best to assess credits.
- b. **Determine If Courses Should Be Waived:** School entities can waive courses, including courses that are local graduation requirements, if a student has already completed similar courses at a prior school or can demonstrate competency. See the decision-tree below for more information.
- c. **Provide Alternative or Modified Courses:** If a course cannot be waived, a student must be provided with an alternative/modified course that would allow the student to graduate on time. Consider multiple options – building on another course, internships, testing, experiential learning or projects.

2. Create Student-Specific Graduation Plans for 9th-12th Grade Students

- a. **Engage the Student in Graduation Planning:** The student must be an active participant in deciding what goes into to their Graduation Plan.
- b. **Design a Student-Specific Graduation Plan:** This plan must specify the courses necessary for the student to graduate on time and transition to post-secondary education or the workforce.
- c. **Develop a Pathway to On-Time Graduation After Assessing Credits and Waiving Courses**
 - i. **Current School:** Students should be graduated from their current school, whenever possible.
 - ii. **Prior School:** If graduation from the student's current school is not possible, determine if the student can meet the graduation requirements from their prior school. If so, the student should graduate from their prior school.
 - iii. **Statewide Keystone Diploma:** As a last resort, a student can receive a Keystone Diploma if they can meet statewide graduation requirements but cannot meet the graduation requirements of their current or prior school.



- d. **Collaborate with the Student's IEP/§504 Team (If Applicable):** Graduation Plans must be aligned with a student's IEP or §504 Plan and should reflect a student's individual needs. Note: Act 1 does NOT change the legal entitlement

Pathways to Graduation for Students Who Have IEPs

Act 1 does not change the legal entitlement for students who have IEPs to:

1) Graduate through credit accrual or through successfully completing IEP goals.

2) Attend school until the end of the school year in which the student turns 21, even if graduation before this time is possible.

Student Credit Assessment Process

Meet with the student before beginning credit assessment and throughout the process!
Utilize student's expertise in their own school experiences and competencies and allow them to express their preferences for appropriate course placements.

Secure the student's educational records from **all** prior school entities.
The prior school has 10 days to provide these records.

Count the student's credits: full and partial.

Consider whether the prior school entity has a unique course that is equal to a course at your school entity.

Apply the school entities partial credit policy.

Consider each class the student has spent any time in. The student should get credit for any work they have completed.

Consider which classes can be waived. Act 1 allows for waiver if the student has either:
1) Completed similar course work in another school entity
2) Demonstrates competency in the content area.

Competency could be shown through a number of different forms such as testing the student, requiring a project or paper, or recognizing a higher-level course/experiential learning opportunity/internship that can demonstrate competency,

After considering full credit, partial credits, and waivers, consider which courses are left. The school must provide an "alternative or modified course" which will allow the student to complete the graduation requirement for on-time graduation.